REPORT

ON

PUBLIC INSTRUCTION

IN

COORG,

FOR THE YEAR 1870–71.

BANGALORE:

MYSORE GOVERNMENT PRESS.

1871.

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REVIEW BY THE CHIEF COMMISSIONER OF THE ANNUAL REPORT ON PUBLIC INSTRUCTION IN COORG, FOR THE OFFICIAL YEAR 1870—71.

1. The increase in the total number of pupils in Government and aided schools in the Province is satisfactory, and it is gratifying to observe that the proportion of Coorg scholars to the Coorg population is large.

Para 2.

2. The appointment of a native Sub-Deputy Inspector for the supervision of the nád schools in subordination to Mr. Richter having been sanctioned by Government, the Principal of the Central School will be able to devote more time than has been hitherto practicable to his own work in that school; but while the supervision of the Central School and Anglo-vernacular schools is vested in the Inspector of the 1st Circle in Mysore, it will be desirable that, in the absence of the Inspector, Mr. Richter should continue to deal with references made in connection with those schools.

Para 3.

3. The increase of pupils in the Central School noticed in para 8 is satisfactory. The defects noticed in respect of some of the lower classes require attention and correction.

Paras 8 to 11.

4. The condition of the Kanarese class is satisfactory, but that of the Hindustáni class is very unfavorable, and the master should be dismissed if the state of his class continues to be so backward.

Para 12.

5. Colonel Meade was much pleased with the singing and recitation, when he visited the Central School in December last, and also with the measures taken for the physical training of the boys and for carrying out the boarding houses project.

Para 13.

6. The Principal's close personal attention to the school, and the satisfactory results of the examination as reported by the Inspector, merit acknowledgment; the method with which examination papers are answered by his pupils deserves special commendation.

Para 14.

7. The proposal for placing the Anglo-vernacular schools in immediate connection with the Central School, has the Chief Commissioner's approval.

Middle Class Schools, Para 16.

8. The results of the inspection of the Anglo-vernacular schools at Vírájpété and Kudikere as reported, are very satisfactory. The number of the lower class schools now in operation, and the attendance of children of both sexes at them, are both encouraging, while the course of instruction pursued (para 20) and the progress made at them appear to be suitable and satisfactory.

Para. 17.

9. The Chief Commissioner has no doubt of the beneficial effects of the conferences held by Mr. Richter and the teachers of the nád schools, and trusts they may be continued.

Lower Class Schools, Para 20.

10. The large proportion of girls who attend the schools, and their aptitude for learning, are most gratifying; the special thanks of the local Government are due to Mr. Kolowandra Káriappa for his continuous and liberal support of education in Coorg.

Female Schools, Para 21.

11. The opening of a normal school was a very desirable measure; but the attendance at it at present is very small. It is hoped it may increase.

Normal School, Para 22.

12. The want of efficient supervision over the Vírájpété boys' school is to be regretted; it is hoped that a marked improvement will be made in this respect.

Government Aided Schools. Para 24.

13. The condition and progress of the girls' school at Anandapura and Vírájpété appear to be satisfactory.

Para 25

14. The suggestions made in this para to train and instruct the teachers at the normal school and to place these schools under Government inspection when funds become available from the levy of an educational cess, will be hereafter considered. In the meantime the number of these schools and of the pupils attending them regarding which no precise information has been obtained, can be made the subject of further enquiry.

Private Unaided Schools, Para 26.

15. It is a matter for regret that there are no scholarships at present attached to the Central School, and the Chief Commissioner would learn with satisfaction that some of the more wealthy residents in Coorg were induced to come forward and found some.

Scholarships, Para 27.

16. When the needs of Government are satisfied, scholars from the Central School will, doubtless, turn their attention to other occupations and will, it is hoped, supply the local Educational Department with masters, in which case, natives from Mysore will not longer be required for employment in it.

Para 28.

17. The Chief Commissioner concurs generally in the opinion that the object to be attained is the instruction of the mass of the people in Kanarese, and the promotion of a sound English education among the few who are best able to profit by it.

Para 29.

18. The arrangements regarding the supply of books, including the financial results, appear satisfactory.

Para 30.

19. The Director's eulogy of Mr. Richter's valuable services is fully concurred in by the Chief Commissioner.

Para 31.

"By Order,"

T. CLARKE,

Offg. Secretary.

BANGALORE,

22*nd July* 1871.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
NANDIDROOG, *dated 29th May* 1871.

From

J. GARRETT, ESQ.,

Director of Public Instruction in Coorg.

To

CAPTAIN T. CLARKE,

Offg. Secretary to the Chief Commr. of Coorg,
Bangalore.

SIR,

1. I have the honor to submit the Annual Report on Public Instruction in Coorg for the official year 1870-71.

2. The returns shew that there are in Government and aided schools 1,766 children receiving instruction, being an increase of 255 over the number reported last year. If to these be added the 249 who are taught in unaided schools, the total will be 2015, or 1 in 60 of the whole population. But as the Coorgs themselves only number 25,000 and 1,194 of those who attend the schools are the children of Coorgs, the proportion is nearly 5 per cent amongst them.

I. CONTROLLING AGENCIES.

3. It has been decided that there should be a native Sub-Deputy Inspector for the nád schools under the supervision of Mr. Richter, who will thus have more time to devote to his work in the Central School.

4. The Central School itself and the Anglo-vernacular schools are inspected by the Inspector of the First Circle in Mysore. Mr. Richter's connection, however, with all the schools from the commencement has been so close, and his present interest in them so great, that they are all in various ways making frequent demands on his attention. He is always on the spot, and can be referred to when the Mysore Inspector may be far away.

II. GENERAL FINANCIAL STATISTICS.

5. The expenditure for the year was as follows:—

Charges.	Expenditure during 1870—71.	
	From Imperial Funds.	From Local Funds.
Direction with its subsidiary charges ...	...	...
Inspection	1,344 0 0	...
Instruction (including all educational expenditure not coming under the above heads)	13,689 4 2	...
Total Rs...	15,033 4 2	...

6. Distributed amongst the different classes of schools, the expenditure on instruction stands thus.

Description of Schools.	Government.		Grant-in-aid.	
	From Imperial Funds.	From other Sources.	From Imperial Funds.	From other Sources.
Higher Class	8,016	...	...	...
Middle „	1,469	...	...	...
Lower „	3,732	...	312	903
Female School	144	...	...	...
Normal School	16	...	...	...
	13,377	...	312	903

III. UNIVERSITY EXAMINATIONS.

7. None of the students in the Central School have yet been sent up to the matriculation examination. A class has recently been formed consisting of those who have left the school and are now in employment, who devote their morning hours to study of the matriculation text book, and should they persevere, it is thought some may pass at the next examination.

IV. GOVERNMENT SCHOOLS.

A. Higher Class.

Central School, Mercara.

8. The numbers in this school have increased from 142 to 231. This number includes 10 girls. The increase dates chiefly from January last. At the time of the Inspector's visit in December there were 182 present.

English Department.

9. The first class was examined in English Poetry and Grammar, Arithmetic, Algebera and Euclid, and the History of India. Three boys acquitted themselves creditably, especially the one at the head of the class. There was, however, some difficulty in working the examples given from Todhunter's Algebra, and in Arithmetic the operations should have been more quickly performed.

10. The second class did not do well, with the exception of two of the younger boys and one girl. The progressive arrangement of lessons in the poetry book had been unheeded, and pieces selected here and there by the master with little judgment, and as it appeared with no benefit to the pupils. Sufficient attention moreover had not been paid to algebra.

11. The third class passed a fair examination in the subjects chosen from the lesson list. But the exercises in Cornwell's Young Composer which require the filling up of ellipses in sentences, were imperfectly understood, and feebly done.

Vernacular Department.

12. The Kanarese class comprising three sub-divisions, had been carefully taught, and, in proportion to the ability of the boys and girls composing it, passed perhaps a more generally satisfactory examination than any other branch of the school. The Hindustáni class on the other hand was in a condition far from creditable to the master. The Inspector writes:—

13. "The practice of singing German and other airs, which has always been a prominent feature in the school exercises at Mercara, is kept up with as much energy as ever. I had half expected to hear the "*Wacht am Rhein*," but the music had only just arrived at the time of my visit. "*Auld Lang Syne*" however was given by the young moun-

taineers with a heartiness worthy of the Highlands. Map drawing is cultivated with success, and next year geometrical drawing will be resumed. Gymnastics continue to be popular, and drilling has been added to the physical training. Arrangements are also being made for a swimming bath."

14. "The condition of the school altogether, and more particularly of the first class, gives evidence of the closer personal attention on the part of the Principal, which has been rendered possibly by his release from the superintendence of building operations. Weekly written examinations have thus been held for some time past in the first and second classes, and with manifest improvement to the boys. The answer papers shewn to me were models of neatness, and a perfect contrast in this respect to what an examiner generally meets with in native schools."

15. "The continued progress of the school obviously depends on unintermitted supervision and instruction. How this is to be effected if the Principal charges himself with the inspection of all the schools in Coorg, present and prospective, is not clear: and I believe that Mr. Richter is not blind to its impracticability, though from motives easily understood and arising from an enthusiastic conception of his duty to the Coorgs, he seeks to combine the incompatible functions."

Statistical Information.

Number of Institutions.	Average Number of Pupils.	Cost charged to—		Total.	Annual Cost of educating each Pupil.	
		Imperial Funds.	Other Sources of Income.		Average Total.	Cost to Government.
1	147	8,016	...	8,016	54-7-10	52-12-0

Fees.		Pupils.			
Total Amount realized.	Average per Pupil.	Hindús.	Mahomedans.	Others.	Total.
262	1-2-6	107	...	40	147

B. Middle Class.

16. It is proposed to have five middle class schools in Coorg as feeders to the Central School at Mercara. Three of the five have now been established at Vírájpété, Kudikere, and Fraserpété. The other two at Padinálknád and Kodlipété will shortly be opened. In these schools sound but rudimentary English is taught, and when a certain stage is reached the boys are promoted to the Central School, where they are received into a suitable boarding house, when they have no relatives in Mercara able and willing to lodge them.

Vírájpété.

17. The school at Vírájpété has been very successful. The numbers in attendance are 142, though ten were promoted to the Central School after the last examination. The Inspector reports favorably of the state of the school in every respect.

Kudikere in Kiegatnád.

The Anglo-vernacular school at Kudikere is well attended, but as it was only opened in May 1870, there are only a few boys in the English class. The study of English is not commenced until a fair knowledge of Kanarese has been acquired.

Fraserpété

The school at Fraserpété was not opened till August 1870, and the number of pupils has been reduced by the prevalence of cholera in the town, so that at the close of the official year there were few names on the rolls.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
3	127	1,469	...	1,469	11-9-1	11-9-1

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindús.	Mahomedans.	Others.	Total.
...	..	124	2	12	138

C. Lower Class.

18. There are now 27 elementary Kanarese schools in operation, containing 1,329 pupils, of whom 89 are girls. Classified according to race, 1,018 are Coorgs, including 81 girls; 19 Brahmans; 228 Hindús of different castes, 3 Musalmáns, and 1 Christian.

19. The course of instruction, all in Kanarese, comprises reading, writing and arithmetic; a brief geography and history of Coorg and of India; reading manuscript papers, and the composition of business letters. These subjects have made the schools popular; the people readily purchase the necessary books, and pay the cost of repairing the school houses, which were originally built or provided by themselves. Eight of the schools are mentioned as having attained a higher position than the others; but the work accomplished during the year in all is thought to indicate satisfactory progress.

20. The periodical conferences with the teachers have been regularly held, and have contributed to promote a healthy rivalry and to stimulate the intellectual activity of all. Mr. Richter justly attaches great importance to these meetings, and takes no little trouble to ensure the attendance of all the teachers.

Statistical Information.

Number of Institutions.	Average number of pupils.	Cost charged to—		Total.	Annual Cost of educating each pupil.	
		Imperial Funds.	Other sources of Income.		Average Total.	Cost to Government.
28	1,256	3,732	...	3,732	2-15-6	2-15-5

Fees.		Pupils.			
Total Amount realized.	Average per pupil.	Hindús.	Mahomedans.	Others.	Total.
14	0-0-2	1,284	32	42	1,358

D. Female Schools.

21. There are 89 girls attending the various boys' schools in Coorg. All study the same lessons, and many of the girls surpass the boys in intelligence and diligent application. The girls' boarding school is not quite finished, but will soon be ready for occupation. It has been built entirely at the expense of Mr. Kolowanda Káriappa, who has long been distinguished as a liberal promoter of education in Coorg. The 15 girls who now attend are at present instructed in needle-work, &c., by Mrs. Richter, and join some of the classes in the Central School for their other lessons.

E. Normal School.

22. During the year the Normal School in connection with the Central Institution was formerly opened; there are only five students under training at present, but their number is likely to increase, and Mr. Richter regards the establishment of this school as a great boon.

V. PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

Anandapura.

23. Ther are only three grant-in-aid schools in Coorg. In the German Mission school at Anandapura the numbers have slightly increased, there being now 19 boys and 16 girls in attendance. The girls are taught separately by the wife of the resident missionary, and all seem to have passed a satisfactory examination when last visited by the Inspector.

Virájpété Boys' School.

24. Various efforts have been made to improve the condition of this school. One teacher that promised well had to leave in the middle of the year, and there has been a want of efficient supervision from which the school has suffered greatly. The last report, however, indicates a change for the better; "marked progress" in some subjects, and "satisfactory answers" in others.

Virájpété Girls' School

25. There are 25 girls in this school under the same mistress, a native Christian, who was mentioned so favorably last year. A new and convenient building

near the church is now occupied, and the elementary instruction which the children receive is suited to their condition in life and communicated in an interesting and thorough manner.

Private Unaided Schools.

26. Conflicting accounts are received of the number of these schools. It appears to differ at different periods of the year. At some seasons it is the custom to close the schools that the children may assist their parents in gathering coffee, &c. At one period Mr. Richter ascertained the existence of 18 schools with 249 boys in attendance. He thinks that with funds available from the educational cess, teachers willing to attend the normal school might be further instructed and their schools afterwards placed under Government inspection.

VI. SCHOLARSHIPS.

27. It is to be regretted that there are no scholarshpis attached to the Central School. With five Anglo-vernacular schools in the Province acting as feeders to the Central Institution, which has a good boarding house attached to it, a few scholarships would be valuable as a means of keeping clever students from a distance until they had mastered English thoroughly and well. Some of the wealthy Coorgs may probably be induced to found a few scholarships with this object in view.

VII. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

28. The public service in Coorg is recruited entirely from the students of the Central School. In some instances youths who had gone through the prescribed course of instruction have been engaged as teachers, but only for a short period, as other departments of the public service presented greater attractions, and teachers have had to be imported from Mysore. This has often been a great disadvantage; natives of Mysore generally suffer in health on their first arrival in Coorg, and often throw up their appointments and leave the country before they become acclimatized.

VIII. ENGLISH LANGUAGE IN INDIAN EDUCATION.

29. The preceding report shews that English learners are still on the increase. English is the only language in which a higher order of education can be imparted. The vernaculars cannot at present be used for this purpose. In Coorg as in Mysore our object is to promote the knowledge of Kanarese amongst the masses, and encourage a thorough study of English amongst the few as the best means of spreading education through the Province.

IX. BOOK DEPARTMENT.

30. The Government Branch Depôt, Mercara, supplies the books required by the pupils in the various schools. The amount realized by these sales last year was Rs 526—7—6.

31. I cannot conclude this report without acknowledging again the valuable services of Mr. Richter in connection with education in Coorg.

I have the honor to be .

Sir,

Your most obedient Servant,

J. GARRETT,
Director of Public Instruction.

APPENDIX I.

CENTRAL SCHOOL, MERCARA.

Principal's Report.

1. In the following paragraphs I have the honor to submit my Annual Report on the Educational Operations in Coorg under my supervision. They comprise the Central School, the Kanarese Nád Schools and the Aided Schools.

A. The Mercara Central School.

2. The Central School closes the official year with 231 pupils on the rolls, or 89 more than in March 1870. The increase is due partly to the promotion of the first section of the Anglo-vernacular school at Vírájpété and partly to new arrivals from the nád schools, from the bazar and the sepoys' lines in Mercara. The increase dates chiefly from January last.

3. Of these 231 pupils, 106 are Coorgs, 13 Brahmans, 27 Musalmáns, 15 Christians and 68 Hindús of various castes. Classed according to the occupation of their parents, 140 pupils are the sons of officials, 50 of ryots and 41 of tradesmen. Distributed over the six classes in the school, the sixth or Hindustáni class contains 27, the fifth or Kanarese class 40, the fourth class 104, the third class 30, the second class 25 and the first class 5 boys.

4. The *Hindustáni Class* with an average daily attendance of 15 boys has not much improved since last reported on; the parents, being adverse to a course of instruction opposed to their own notions of Musalmán lore, dislike the books provided by Government, and are satisfied with reading the Korán, with a knowledge of the Musalmán rites, a little bazar arithmetic, writing and reading of manuscript. School books have, however, been introduced, and are now in daily use. In the first section 40 pages of Persian Grammar, 5 pages of Letter Writing, the four simple rules in Arithmetic, 7 pages of Indian History, and 8 pages of Geography have been learnt; also the map of India and that

of the World have been used. The second section partly join in these lessons, and read separately Tálimnáma and the Korán, whilst the third section are engaged in spelling Arabic and Hindustáni.

5. *The Kanarese Class* under the able teacher Venkatrámaiya, and numbering 40 pupils on the rolls with a daily attendance of 27, of whom 7 are girls, made good progress in elementary knowledge of the same standard as that in the nád schools. With your sanction Venkatrámaiya, since the 1st March, entered upon his new duties as normal teacher and, I am sure, with good success. The Coorg teacher, Kunyappa, has been transferred from Hattúr to take his place.

6. The *Fourth Class* with 104 pupils on the rolls in March and a daily attendance of 78, is in charge of the Coorg teacher B. Dévaiya, son of the late Head Sheristadar, B. Nanchappa. The work being too much for one teacher, two monitors from the higher classes assisted him; but with the appointment of the sanctioned additional assistant a new class will be formed. The several sections of this class are grounded in the elements of the English language, but also continue in Kanarese their former lessons. A sketch of the History of England and of India, Graeter's Translator, Bangalore Geography, Irish Arithmetic, Circle of Knowledge and Grammatical Primer are the English books in use. The teacher Dévaiya has given me great satisfaction.

7. The *Third Class* contains 30 pupils, with an average daily attendance of 25. This class, as mentioned in my last report, suffered frequently through sickness of its masters, a disadvantage which continued till Mr. George Dunning, the youngest son of the Head Master of the Rája's school at Mysore, took charge of it in August last. The result of the examination in November was not very satisfactory, but I observed a considerable improvement at the end of the official year. The lessons in this class are, in Kanarese—Morris' History of India and of England, the first book of Euclid, Grammar, the Minor Anthology and the Third Book; in English—Sullivan's Spelling Superseded, Graeter's Translator, the Third Book, Irish Arithmetic, general sketch of the Globe and Asia in particular.

8. The *Second Class* as well as the Third has been reformed in the beginning of January, and the average daily attendance of the 25 boys

on the rolls shews a number of 20. Mr. Alfred Dunning took charge of this class in August after it had been left without a teacher for upwards of one month, the then acting assistant having fallen sick. In Mr. Dunning the class has the benefit of an English teacher, and though young and still inexperienced, I hope he will continue his laudable exertions and emulate the example of his distinguished father. The lessons taught in this class since January are, in Kanarese—Grammar, Anthology and Kathá Manjari ; in English—Sullivan's Spelling Superseded, Grammar, Manual of Conduct, Poetical Selections, Cornwell's Composer, Ancient and Modern History, Hughes' Geography, Duncan's India, Todhunter's Algebra, Euclid, B. Smith's Arithmetic, map-drawing and geometrical drawing. There are some promising boys in this class, if they only persevere in their studies.

9. The *First Class*, taught chiefly by the Principal, numbers only five boys, but with the formation of a new class and thenceforth the number will be much larger. Since January a new curriculum of lessons was commenced, comprising the following subjects :—in Kanarese, Grammar, Anthology and Kathá Sangraha ; in English, Morell's Grammar, Dalgleish's Composition, and the Matriculation Text Book, Collier's History of England and Hunter's History of India, in Mathematics Todhunter's Algebra, Pott's Euclid, exercises on the three first books, Mensuration of Surfaces and of Solids, Hughes' Geography of Africa and America, and Duncan's India with map drawing. Lardner's Natural Philosophy and Oliver's Elementary Botany.

The boys were regular in their lessons, and made considerable progress. I introduced this year the Matriculation Text Book as an experiment, but out of the five boys only one seems able and willing seriously to prepare for the examination. As formerly observed, the Coorg boys are not distinguished by that quickness of perception and brilliancy of intellect which are frequently observed in the Brahman youths. Though anxious to learn, the Coorg boys are slow and often dull, and shew little of a studious turn of mind which would readily help them to overcome the hindrances peculiar to their position. The exigencies of the Government service in the various departments offered allurements which proved irresistible to such young men who might have continued their studies with success. Ambitious as the Coorgs are

of holding a Government employment, many pupils of the upper classes would at the desire of their fathers spend their leisure at the cutcherries as volunteers only to secure a footing there, if it were not for the Superintendent's order, that no scholars are allowed to come there. Besides it should be considered, that the Coorg boys have in their parents no educated mentors to direct or appreciate their studies; education in Coorg has not yet descended to a second generation, all their learning the boys receive at school, and the home influence is not always of an encouraging kind. Many of the boys, being the sons of officials, have often the charge of the house affairs during the absence of their fathers and relatives on circuit, which interferes with their studies. Also the clan festivities and customs of the country frequently draw the boys away from school, and the returning pupils are not improved by the license of home. With these and other—at present perhaps unavoidable—difficulties the teachers have to contend; but where results only are taken into account, these hindrances are often overlooked to the disadvantage of the teachers.

10. Gymnastics and singing were joined in by the whole school, and both lessons maintained their popularity.

11. The school fees levied in the Central School amounted to Rs. 277-2-6, from a minimum fee of As. 2 to a maximum of As. 8.

12 The balance still due on account of the new school buildings was cleared off from the savings of the year's Budget.

13. The *Girls' School* under Mrs. Richter's gratuitous superintendence numbers as yet 15 girls; for needle work they form one class, but for book learning they join the suitable lessons of the boys in the different classes of the Central School. The female teacher, having disappointed our expectations, was discharged at the end of the year, but Mrs. Richter continues her work.

Mr. Kolowanda Káriappa, the Mercara Talook Subédar and the most liberal and zealous supporter of education in Coorg, has fulfilled his promise, and built at his own expense the girls' boarding house in the school-compound. It is a very convenient building and requires but little more to render it habitable.

14. With the completion of this building and the readiness for occupation of the boys' boarding house, the original scheme of the Coorgs, submitted to Government, which in its practical suitability was highly approved of by all the cognizant authorities up to the Governor General, is now on the very eve of fulfilment; and it is hoped that, though the proposition of a partial application to the boarding houses of the educational cess to be raised in Coorg, has not been approved of, the question may on reconsideration find a more favorable solution, so that both institutions may be opened without much further delay. There is no doubt, that boarders will be forthcoming as soon as funds are available for starting the establishments.

15. The Central School has been honored by a visit from the Chief Commissioner and his Secretary in December last on the day of the public anniversary, when a number of scholars diverted the numerous audience with recitations and songs. The short address of the Principal, given in the appendix, was most warmly responded to by Colonel Meade.

B. Anglo-vernacular Schools.

16. Three of the five Anglo-vernacular schools, which are affiliated to the Central school, are now established, the fourth will shortly be opened at Padinálknád and the fifth at Kodlipété, where a house is available free of rent, as soon as funds are available for the teacher's pay.

17. The one at *Vírájpété*, in charge of the Coorg master Palikanda Aiyenna, proves a great success. It numbers now 124 pupils, 10 more than last year, but since 10 boys were promoted in January to Mercara, the increase over last year's attendance is 20. The school is divided into two classes, the one Kanarese, the other English. The former numbers 57 boys and 3 girls under the Coorg teacher Aiyeppa, and is of the same character as the other elementary Kanarese schools. The examination gave a satisfactory result. On closing the school at Kunchalla, I transferred Aiyeppa to Vírájpété and his predecessor Krishnaiya to Padinálknád at his request as his house is near the school.

The English master P. Aiyenna has under his charge 64 boys who are divided into two sections, and who study the lessons of the fifth and fourth class of the Central school respectively. The zeal and success of Aiyenna are most praiseworthy; he requires however an English

assistant. Of his first section ten boys were promoted in January last to the third class of the Central school, and they get on well. This number is the first influx from one of the district Anglo-vernacular schools and augurs well for the future. By this arrangement, from at least three schools in Coorg Proper (Padinálknád, Yedanálknád and Kiggatnád Talooks), the Central School will annually receive a considerable reinforcement after a few years, when it will be able to discharge more completely and satisfactorily its proper functions as a Central and High School.

18. The existing school house at Vírájpété being too small for so large a number of boys, Rs. 540 were sanctioned last year for an additional room, and I succeeded in having a new house built, adjoining the old one, for Rs. 600 on contract, but the contractor proved very untrustworthy and gave a great deal of trouble. The house will, however, be habitable within a few days, and being supplied with coir matting and new furniture it will be much appreciated by the English class, the old house, also matted, is reserved for the Kanarese class.

As the school is on the high road of South Coorg and close to the travellers' bungalow, I had many opportunities to visit and inspect it. Also the Superintendent and Mrs. Thomson paid it a visit and seemed pleased with its condition.

19. *The Anglo-Vernacular School at Hudikere*,—in Kiggatnád Talook and close to the cutcherry, was opened in May 1870, and on amalgamating with it the neighbouring Kanarese school at Tachimakeri with its teacher Nanjunda, the number of pupils soon rose to 96; but whilst Kanarese lessons are given throughout the school, English is commenced by those boys only who have passed through the elementary Kanarese class. The Kanarese teacher has not given me satisfaction, and will be transferred to a less important school, as soon as practicable.

The English master, Eychettira Máchaiya, a Coorg of good family, and son-in-law of the present Head Seristadar, does his work according to his abilities, which for the benefit of the school ought to be of a higher order; but the great difficulty is to obtain efficient teachers for these distant localities, which, being in the jungle away from villages properly so called, have no attraction, whatever the pay, except for natives

of the same place. Máchaiya, whose home is in Beppunád, went to Hudikere with great reluctance and remains at his post only in the hope of soon getting a cutcherry appointment. My last examination of the school in December was creditable to the master; only the pronunciation of some of the boys was defective. All but two boys were Coorgs, and they are all eager to learn English, a feature prominent among the Coorgs.

20. The school house being but a temporary shed, I proposed the construction of a substantial building on the top of the slope at the bottom of which the present hut stands. The available land of about one acre belonging to the school, if turned into a coffee garden, might in time yield enough produce for the up-keep of the school-building. The plan and estimate of this and of the school house at Padinálknád have been submitted to and approved of by the Chief Commissioner and may be carried out in 1871—72.

21. *The Anglo-vernacular School at Fraserpété*, which was opened in August 1870 in a convenient building, the former kotwál's cutcherry, thoroughly repaired at the expense of the townspeople, has not answered my expectations. The number of pupils is still very small, amounting to only 24 on the roll, though the head men in their petition and at my conference with them stated, that upwards of 50 boys would attend. According to the teacher's report it is only the wealthy shopkeepers and chettís who desired an English school, others were obliged to sign the petition and therefore did not send their children. Twice I visited the school, and the last examination on the 9th February was satisfactory in its results. The boys read the First Book well, and as shewn by their answers understood their lessons well; also in arithmetic and dictation they excelled, only in geography they were deficient. There are no Coorg boys in this school.

The school has been supplied with a set of new furniture, consisting of desks, benches, table, chair, blackboard and maps.

Cholera having broken out in Fraserpété, the attendance of the school was reduced to 3 boys; I therefore closed the school on the 8th March and allowed the teacher to take his previously sanctioned two months' leave on substitute for his wedding at Trichinopolly. The epidemic having not yet subsided, the Talook Subédar deemed it no

advisable to open the school before the end of April ; besides no substitute has been sent.

22. Sufficient room being available, I located in the same schoolhouse, the Kanarese school, called Fraser's school, maintained with the interest of an endowment of Rs. 300 given by the late General Fraser in 1834 for the purpose. The Brahman teacher proves, however, very obstinate in conforming to the mode of teaching as practised in the other Government schools, and though repeatedly directed to attend at the Central school for instruction to pass an examination and to be placed on the same footing as the other teachers, he has not yet complied, nor introduced the Government school books. This disobedience can, however, no longer be borne, and I would propose to have the teacher removed, if he does not submit on re-opening the school.

C. Elementary Kanarese Schools.

23. There are 24 separate elementary or nád-schools, but since there is, except the Hindustáni school, a purely Kanarese class at the Central School and at the Anglo-vernacular schools at Vírájapété and Hudikere, the total number is 27 with 1,329 pupils and an average daily attendance of 903. Of the whole number of 1,329 pupils, 1,018 are Coorgs, and amongst them 81 girls, 228 Hindús of other castes, 19 Brahmans, 3 Musalmáns, and one Christian. Classified according to the occupation of their parents, 115 are the sons of officials, 1,156 of ryots, and 58 of others.

24. Divided over the six talooks, the number of elementary schools and of pupils and their cost to Government are exhibited in the following table :—

Talook.	No. of Schools.	No. of Boys.	No. of Girls.	Total No.	Cost to Govt.
					Rs.
1. Mercara	3	118	5	123	420
2. Padinálknád	6	350	19	369	664
3. Yedanálknád	8	398	54	452	961
4. Kiggalnád	6	202	9	211	662
5. Yélusávirasímé	2	95	2	97	228
6. Nanjarájapatna	2	77	...	77	168
Total	27	1,249	89	1,329	3,103

25. The course of instruction in all these schools comprises the following lessons :—the I, II, and III, Book of Lessons, and the Smaller Anthology which the scholars learn by heart; the four simple and compound rules with the current weights and measures, the usual tables of multiplication, writing from dictation, and copy writing, reading manuscript papers, a short Geography and History of Coorg and of India, the Map of the World, and composition of business letters.

This course of instruction seems to please the people, and they have no objection to their buying the necessary books which are supplied by the Government Branch Depôt.

26. Having but lately examined every school, the work accomplished during the past year indicates on the whole a satisfactory progress. The shortcomings of some of the teachers, adverted to in my last report, have in some instances been amended, in others they found their solution by the resignation of the respective teachers. On reorganizing the elementary schools since 1863, I was anxious to retain the services of the existing village teachers ; but in doing so, it could not be avoided to get men who were either not sufficiently qualified for their duties, or who from long habit could not easily find themselves into the new order of things. All the masters had to pass an examination, but in the beginning it was not a difficult task. As however, new schools were established and younger candidates offered themselves, the standard of their examination was raised, and the old teachers were requested to work up to it, and at the periodical conferences had to give an account of their self-improvement. Making the increase of their pay dependant on their efforts, several teachers of independent means who disliked further study, preferred to resign their posts and to revert to their farm work. Thus the teachers of Betiethnád, Ponnapété and Kumbaladala resigned lately, but one vacancy has already been filled up, and in a short time the other two posts will be taken up by younger and better prepared men. No blame attaches to the teacher of Betiethnád, B. Aiyenna, who begged to resign on account of private affairs.

27. The six schools singled out last year as the best amongst the whole number, have maintained their position, and two more may be added ; they are in order of merit :—

Kaltod	with	39	boys,	11	girls,	total	50
Benganad	„	56	„	3	„	„	59
Karada	„	88	„	12	„	„	100
Kávati	„	67	„	4	„	„	71
Chembabellur	„	64	„	11	„	„	75
Hattúr	„	45	„	10	„	„	55
Dévangere	„	51	„	2	„	„	53
Kántamuruád	„	47	„	3	„	„	51

28. The school houses which are built and kept in repair by the ryots, have in some places been neglected; but a temporary transfer of the teacher to some other locality until the needful repairs were accomplished, had a salutary effect.

29. Except at the Central School no fees have been raised at any of the other schools for reasons stated in my last report.

30. Applications for the establishment of elementary schools have been received from the following places; but the petitioners were put off until the educational cess, proposed in my last report, had been decided upon:—

Biligunda	in	Ammatnád
Colepété	„	Do.
Besgúr	„	Kiggatnád
Hudikere	„	Do.
Baghisodlúr	„	Do.
Singatúr	„	Benganád

Mercara for a Tamil school.

It is satisfactory to know that their wishes may perhaps soon be complied with, and that still more schools, where required, may be established.

31. In fixing, however, the number of schools supposed to be required, according to the number of villages, which nominally amount to 508, one would fall into a serious mistake; for in Coorg Proper a village means a few vargás or farms along a rice valley, and not an aggregate of houses joined into one community; of the latter description, but of a very insignificant character, there are 282 villages, or more than half of

the whole number in Coorg, spread over an area of 353 square miles in the two talooks of Nanjarájapatna and Yélusávirasímé with a population of 28,763 souls, and they are just those localities, where the people, with very few exceptions, care least for education and where they shun the least exertion or sacrifice on behalf of schools, as I repeatedly pointed out in former reports, and as is clearly attested by the facts, that of the whole number of boys under instruction, *viz.*, 1,329, there are 1,018 Coorgs and only 228 of other Hindu castes, and that there was not one application from these two talooks for new schools. It is only the Coorgs who are anxious for education and willing and eager to obtain it. Their example is to induce the other castes to seek the same advantages for their children, and the existing scheme of gradually extending primary education without appearing to force it upon the people, seems to be best calculated to succeed. This mode of proceeding admits also of a careful selection and preparation of the needful teachers. Considering that of the total population of Coorg about 25,000 are shifting jungle tribes and coffee-estate laborers, whose children will not come to school, and that besides the Coorgs and the scattered 5,700 Musalmáns, there are about 60,000 Hindús of all classes, and most of them indifferent to education; it appears reasonable to suppose, that with 50 more elementary schools, this jungly mountain country of 1,585 square miles will be well provided for years to come.

32. *The Normal School* recently established at the Central School for the education of teachers, will prove a great boon. There are at present five candidates under instruction, but until the boarding house is rendered available also for their abode, they will hardly be able to stay in Mercara; with the funds from the educational cess this obstacle will be removed, and a larger number of teachers may be trained with the assistance of an additional master.

33. The *periodical conferences* with all the nád teachers have been regularly held at the Central School and have been well attended. They prove an effective means of controlling and improving the labors of the teachers, and of cherishing that spirit of emulation amongst them without which no true progress is possible in a collective body of men.

D. Aided Schools.

34. There are three grant-in-aid schools in this Province, the Roman Catholic Anglo-vernacular school and girls' school at Vírájapéte and the German Mission school at Anandapura in Ammatnád. The first school receives a grant of Rs. 15 per mensem, the second 5 Rs. and the third Rs. 6. I inspected these institutions several times during the year.

Having submitted to you a special report on the Roman Catholic Anglo-vernacular school after my inspection in the beginning of February, when I found it in a very unsatisfactory condition, I deemed it proper to visit it again on the last day of March in order to do full justice to the institution, and I found a marked progress on the last occasion. Still there seems to be no reason to modify the reduction of the grant during the ensuing year. On my last visit, out of 47 boys on the rolls 35 were present; 4 of these belonged to the English section, 15 to the English-Kanarese and the rest to the Kanarese section. There are three teachers, an East Indian, a member of a religious brotherhood, and two natives. The master, Mr. Pereira, from whose energy and apparent ability I expected a great improvement of the school, was obliged to leave in the middle of the course last year, and his successor took charge of it in the beginning of the year. There seems to me a want of fixed purpose and method of instruction in this school; there is apparently no time-table. Arithmetic is rather slightly attended to, the English or first section has not gone beyond the compound rules, Euclid is not attempted, but the boys of this section are physically and intellectually weak and frequently suffering from sickness. Their reading has improved, and their writing, both copy and dictation, fair. In the map of the World and of India in particular their answers were satisfactory.

35. *The Girls' School*, under the same native Christian mistress who managed the school so well last year, occupies a new and commodious building near the church. It numbers 25 girls of an age from 6 to 14 years, and the Kanarese instruction is of an elementary character. I had no opportunity to see the needle work of the girls in which they are instructed twice a week, the school seems to be in a healthy condition, and the children much attached to their mistress. The grant of Rs. 5 per mensem is well applied.

36. *The German Mission School at Anandapura*, attended chiefly by the children of the Christian congregation, numbers 19 boys and 16 girls, and is in charge of a Christian teacher, educated at Mangalore, the first Holiya who ever attained such a status. Under the daily superintendence and co-operation of the residing missionary and his wife, the school enjoys great advantages, but the prevailing dullness of the children is an obstacle to a progress commensurate with the exertions of the teachers. The secular instruction of the school is of the same standard as that in the Government schools, and the examination proved on the whole satisfactory. Out of three boys and one girl in the first section, two boys solved correctly a sum which the first or English section of the Catholic school at Vírájpété failed to solve. In dictation four boys wrote without any mistake, and their hand writing throughout is good.

The girls' school being kept separately and under the management of the wife of the missionary, deserves a grant of the same amount as that at Vírájpété.

37. Of the unaided *Private Schools* little can be said. At various periods of the year, for the schools are not regularly kept, there were 18 schools in existence with a total number of 249 boys. With funds available from the cess, those teachers of these schools who are willing to attend the normal school may be further instructed, and their schools afterwards placed under Government control.

38. The total number of children under instruction, both in Government and aided schools, is 1,766 or 255 more than in the year previous, and if the 249 boys from the unaided schools are added the school-going portion is to the assumed population of one lac and twenty thousand as one to sixty ; but considering that there are probably only 25,000 Coorgs, of whose children 1,194 attend school, the school-going youth is nearly five per cent in the whole Coorg clan, a result which, when compared with other parts of India, can hardly be considered unsatisfactory.

G. RICHTER,

Principal.

APPENDIX II.

Short Address on the Anniversary of the Central School, 19th December 1870.
By the Principal.

COLONEL MEADE, LADIES AND GENTLEMEN.

On opening the proceedings of this afternoon, I feel it my pleasing duty, in the name of the Coorg youths and their teachers to offer a hearty welcome to you, Colonel Meade, the Chief Commissioner of this Province, on your first visit to Coorg, and to your esteemed Secretary, Captain Cole, on his return to the country where his distinguished labors have called forth a grateful remembrance by the inhabitants. I sincerely thank you for the honor conferred upon this institution by your presence to-day.

It is in the nature of things in India, that frequent changes occur in the *personnel* of Government, and with them modifications of policy and administration ; but education in Coorg, since its establishment in 1857 and reorganization in 1861, enjoyed the good fortune of unvarying patronage and hearty support from every successive Chief Commissioner and Superintendent of Coorg ; to which pleasing fact I can testify from an experience of 14 years, during which period four Chief Commissioners and eleven Superintendents held sway over this country ! I only wish that under these circumstances, education, which is desired by the Coorgs and fostered by Government, had progressed still more satisfactorily than it has done; yet "*Never resting nor too much hasting*" seems to me the best method of progress, applicable to Coorg.

Ten years ago, when I first entertained the present educational scheme, the features of which are a Central School with boarding houses for boys and girls at Mercara, five Anglo-vernacular schools, one for each talook except Mercara, elementary Kanarese schools all over the country, and a training institution for vernacular teachers, I thought myself fortunate if I could get at least 500 Coorg boys under my instruction and control; to day I am happy to state, that in the thirty Government schools under my charge, there are 1,562 pupils and amongst them about 100 Coorg girls. Representatives from nearly every one of these

schools are here assembled with their teachers, all eager to express their joy and gratitude for the benefit of education, which a paternal Government has bestowed upon them. Also a number of Coorg girls from the distant nád-schools were anxious to be present, and I am told, cried for grief not to be able to accompany their brothers and join their more fortunate sisters at Mercara.

The state of the Coorg Educational Department having only lately been reviewed by yourself, I need not dilate on this subject. I would only remark that the Central School which numbered 142 pupils in March last, is now attended by 176; the Anglo-vernacular school at Vírájpété has increased from 114 to 130; that at Kiggatnád newly opened numbers already 90; and there are amongst the whole number of 25 nád schools 11 with over 50 pupils and one with even 100.

It has been feared that the project of getting the Coorgs to send their children to the boarding houses, erected for the purpose, would not be realized; but I am happy to state, that preparations are being made to open the boys' boarding house early next year, and the Coorg headmen are determined to render the undertaking towards which they subscribed so liberally, both practical and successful, however small the beginning may be.

The girls' here present evidence, that a girls' school has been established in connection with the Central School, and their needle work there on the table will shew that they are not slow in appreciating and acquiring some of the skill for which their European sisters are famous. The erection of the girls' boarding school, vigorously taken in hand by the Mercara Talook-Subédar, Kolowanda Káriappa, and carried out at his own expense, will be finished in a short time, when also girls will be received as boarders.

To carry the principle of self help, which from the beginning was a marked feature in our educational scheme, to a still more practical application, and to render our future boarding establishments independent of public charity as well as of Government support, the Coorg head men have decided to raise with the Government sanction an educational cess from amongst themselves and all the Coorg ryots, and in time to come

the endowment coffee plantation may increase the funds to spread primary education in places where as yet no Government schools have been established. Thus our scheme will gradually but surely and efficiently be developed.

The Central School has been examined three weeks ago by the Inspector of the I Circle of Mysore, and a written examination preceded his inspection. The unfortunate illness and changes of several masters retarded the progress of the second and third classes. To give an idea of the course of instruction and the attainments of the higher classes, I would beg leave, that a few boys may be permitted to read out their *bonâ fide* answers to the set examination questions, after which others will attempt to engage the attention of the audience by some dialogues and other English recitations, and should it be agreeable to you, those pupils who are deemed worthy of a prize, would no doubt feel all the more honored, were they to receive their prizes from the hands of the Chief Commissioner.

In conclusion I beg to offer my thanks to all friends of native education here present for their interest in our proceedings, and especially to those who contributed to so liberal a bestowal of prizes.

G. RICHTER,

Principal.

APPENDIX III.

TABULAR STATEMENTS.

1. Government Schools, Higher, Middle and Lower Class.
2. Do. Normal School.
   Do. Girls' School.
   Grant-in-aid Boys' Schools.
   Do. Girls' School.
3. Abstract of Educational Expenditure.